Florida Virtual Academy At Pasco

2014-15 School Improvement Plan

Florida Virtual Academy At Pasco

9143 PHILLIPS HIGHWAY SUITE 590, Jacksonville, FL 32256

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	41%

Alternative/ESE Center	Charter School	Minority
No	Yes	20%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D			

School Board Approval

This plan is pending approval by the Pasco County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    ◦ Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    ◦ Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    ◦ Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    ◦ Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

• In individualized learning through mass customization instead of mass production of education.
• In decades of scientific research regarding how brains really work and how learning happens.
• That Big Ideas + Consecutive Down Payments + Practice = Mastery.
• That mastery of concepts and skills should be for all kinds of children—not just the "best and brightest."
• In giving parents meaningful ways to be involved in their children's education if they choose.
• In being directly accountable and responsive to all of our customers.
• In outstanding teacher engagement.
• In rich, engaging content that gets kids into learning so learning gets into them.
• That profitability yields invention, responsiveness, and responsibility.
• In using 21st-century tools to prepare 21st-century students.
• In books, digital media, and dirt—because a mix of teaching tools maximizes learning.
• Those children should be introduced to humankind's legacies which create our common culture as humans.
• That raw, unyielding passion is our most important quality.

Provide the school's vision statement

It is the Vision of Florida Virtual Academies to provide a high-quality, online public charter school, that will build a community of students, families, educators and a governing board dedicated to providing a high-quality learning environment that will be accountable for developing each student's full potential by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning. We will produce exemplary levels of student achievement, equipping every student with the academic and nonacademic foundations needed for any post-secondary opportunity they wish to pursue.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the beginning of the school year all teachers to welcome calls to each of their students. During these calls teacher ask a set of questions to gather critical information and to begin to build a strong relationship between the teacher and the student. Throughout the first few weeks of the school year the teacher is communicating with both the student and the parents to continue to build that relationship and to develop an individual student learning plan. That learning plan captures both academic needs of the student as well as personal goals. The student's learning goals are established and personal goals are established and throughout the year they work on achieving on making progress on each goal.
The school also conducts regular school outings that the students attend and have the opportunity to meet the staff and teachers. These outings are both educational and social. They provide teachers the opportunity to meet face to face with students and parents to address concerns while at the same time provide the opportunity for students to meet each other and begin to develop a sense of school community. The also sends out monthly school newsletters to all students and conduct regular parent teacher conferences.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Florida Virtual Academy at Pasco County is committed to a respectful and safe environment for all. Students will be expected to conduct themselves at all times in an orderly, courteous, dignified and respectful manner, with appropriate consequences for misconduct. Although the online nature of the vast majority of student contact minimizes the occasion for most student behavior issues, the Board will institute age appropriate policies and procedures regarding general and specific classes of proscribed conduct, descriptions of the different types and range of disciplinary responses and consequences, and procedures for assuring protection of students' due process rights. Among other things, school policies will conform to state laws concerning bullying (including cyberbullying), weapons, harassment, alcohol, illegal substances, and other dangerous behaviors. The policies and procedures will be communicated to students and parents through a Parent-Student Handbook.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

It should be noted that, in a virtual learning environment, behaviors that merit expulsion are different than in a brick and mortar school. In a virtual school, these types of behaviors focus more on issues of attendance and inappropriate electronic communication. The goal of Florida Virtual Academy (FLVA) is to provide the best possible educational experience for each student. The instructional program, partnership of parents and teachers, clubs, outings, and competitions help to increase student success. Coupled with the advantages of these educational opportunities is the need for students to assume personal responsibility for their behavior. Students share with the school community responsibility for developing FLVA into a school that exemplifies high standards and excellence When responding to instances of misconduct, the school will use a full range of disciplinary actions, including, among other things, counseling, mediation, suspension, dismissal, and expulsion. Students whose offenses also constitute violations of criminal laws will be reported to appropriate law enforcement officials, with other serious misconduct reported at the discretion of Florida Virtual Academy at Pasco County's teachers and administrators. The FLVA Student Code of Conduct shall apply to all school supplied equipment and materials and in all school sponsored environments, home and community and at any school location.
While special education students will be expected to adhere to the same standards of conduct for all students, review and processing of discipline and behavioral concerns involving special education students will adhere to the specific procedures and substantive protections provided under the IDEA 2004 amendments, and/or Section 504 of the Rehabilitation Act of 1973.
STUDENT INFRACTIONS AND CONSEQUENCES
Disciplinary procedures shall be consistent with applicable requirements of the Florida Statues and IDEIA. Student offenses dictate the severity of the consequence FLVA will impose. In addition to the specific offenses set forth below, FLVA has the right to discipline any student who engages in conduct that threatens the health, safety, or welfare of others or disrupts the learning environment. The appropriate consequence, up to expulsion, will be determined at the sole discretion of FLVA in accordance with the law. The sponsoring district will advised of all situations where students are suspended. All recommendations for expulsions will be taken before the district board for action. A student has the right to certain discipline procedures as outlined in final section of this code.
Rule
• Attendance at Required Classes
• Students in a required session track shall attend all sessions
• Attend class on time
• Actively Participate in on line sessions
• Complete follow up activities/assessments in a timely manner
Rule Possible Consequence or Intervention for Infraction

• Lack of participation points – could lead to failure in course
• Academic action plan implemented
• Hold a disciplinary meeting with parents/guardians, student, and staff members.
• Face to face learning at a designated destination

Interaction with Teacher
• Students shall interact with teacher and keep lines of communication open
• Participate in scheduled meetings to review progress, attendance, etc.
• Update family teacher coach on progress
• Reach out to teacher with questions or concerns

Rule Possible Consequence or Intervention for infraction
• Failure in courses
• Hold a disciplinary meeting with parents/guardians, student, and staff members.
• Non compliance, lack of communication could ultimately lead to truancy and removal from the active roles of FLVA

Prohibition of Disruption of School
• Students shall act in a courteous manner toward all members of the school and shall not disrupt any education or school-related program:
• fails to obey directions
• fails to attend class without a valid excuse
• inappropriate use of chat functions during online sessions

Possible Consequence or intervention for infraction
• Discuss incident with student.
• Hold a disciplinary meeting with parents/guardians, student, and staff members.
• Suspend student from school privileges.
• Suspend from school if above interventions are not effective.
• Failure to attend school without a valid excuse also holds student to truancy violations. These are outlined in the Attendance Policy.

Compliance with Dress Code
• Students shall dress in accordance with the standards described below:
• pants must be worn on the waist so no undergarments are showing
• no halter tops, strapless garments, or garments revealing midriff may be worn to a school event
• no garments that reveal undergarments or that are see through may be worn to a school event
• no hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events
• no clothing that has profanity, drug or offensive slogans may be worn to school events
Note: This section is enforced for students when attending a school function such as testing, school outings, orientations, or other face-to-face events.
• Discuss incident with student.
• Hold a disciplinary meeting with parents/guardians, student, and staff members.
• Suspend student from school privileges.
• Suspend from school if above interventions are not effective.

Prohibition of Offensive Language Students shall not use offensive language. Violation of this includes but is not limited to:
• curses, uses vulgar, obscene language
• sending or forwarding offensive, sexually-oriented, or threatening messages, pictures or symbols of offensive nature.
• Discuss incident with student.
• Hold a disciplinary meeting with parents/guardians, student, and staff members.
• Suspend student from school privileges.
• Suspend from school if above interventions are not effective.

Mandate of Academic Honesty
Students are expected to maintain the highest standards of honesty in their work. Violation of this includes but is not limited to:
• copying work from another person

• plagiarizing work of another
• using answer keys provided for learning coach
• copying work from internet sources without proper citations
• forging notes
• sharing test questions with others First Incident
1. Express concerns and provide concrete examples of dishonesty.
2. (K-9) Allow students to redo assignment and resubmit for a grade. (9-12) Assignment can be resubmitted. Citation submissions can be resubmitted. Notify learning coach and/or parent.
Second Incident
1. Hold a disciplinary meeting with parents/guardians, student and staff members.
2. Teacher and team discretion about redoing the assignment. All second incident assignments receive a zero (0) with no opportunity to make up.
Third Incident
1. Hold a face-to-face disciplinary meeting to discuss ways to eliminate academically dishonest behaviors.
Abuse of Computer or Internet Privileges Students shall respect the computer privileges granted to them. Violations include:
• giving his/her password to another individual or uses another individual's account
• illegally downloading copyrighted materials from the internet
• visiting sites on the internet which contain sexually explicit material
• harming or destroying data of another student or person, the internet or other networks
• creating, downloading, or uploading computer viruses; or
• violating any rule outlined in the Acceptable Use Policy • Discuss incident with student.
• Hold a disciplinary meeting with parents/guardians, student, and staff members.
• Suspend student from school privileges.
• Suspend from school if above interventions are not effective.
• In addition to above measures students will be required to pay full restitution for acts of deliberate damage or graffiti. Costs for damage to school district property will include labor, materials, consulting fees and other costs associated with replacing or restoring the damaged property.
Prohibition of Threats
A student shall not communicate, directly or indirectly, any threat to another member of the school community that places him/her in fear of injury, pain, or ridicule. Serious threats to life or safety are included in the Bully Policy.
• Discuss incident with student.
• Hold a disciplinary meeting with parents/guardians, student, and staff members.
• Suspend student from school privileges.
• Suspend from school if above interventions are not effective.
• If the threat is serious to an individual's life or safety, a student could be presented to the board for expulsion.
Prohibition of Fighting
Students shall refrain from mutual confrontations involving physical contact with any members of the school community.
• Discuss incident with student.
• Hold a disciplinary meeting with parents/guardians, student, and staff members.
• Suspend student from school privileges.
• Suspend from school if above interventions are not effective.
Prohibition of Tobacco Products and Paraphernalia
A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia while attending any school sponsored events.
• Discuss incident with student.
• Hold a disciplinary meeting with parents/guardians, student, and staff members.
• Suspend student from school privileges.
• Suspend from school if above interventions are not effective.

Prohibition of Drugs or Alcohol for Personal Use
Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non-prescription medication while attending school or school sponsored events. • Hold a disciplinary meeting with parents/guardians, student, and staff members. Refer to Student Assistance Team.
• Suspend student from school privileges.
• Suspend from school if above interventions are not effective.
• Follow up with the SAP team to get invention measures in place.
Prohibition of Bullying and Serious Threats
Students shall not intimidate or bully members of the school community. A student violates this rule if he or she participates in the following behaviors directly or indirectly:
• Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone;
• Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumors; or
• Non-verbal: threatening, obscene gestures, isolation, exclusion, stalking, cyber bullying.
• Discuss incident with student.
• Hold a disciplinary meeting with parents/guardians, student, and staff members.
• Suspend student from school privileges.
• Suspend student from school if above interventions are not effective.
• Expulsion is also possible when the nature of the incident is serious or repeated.
Prohibition of Harassment
Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatening, intimidating or creating a hostile environment because of someone's gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs. • Discuss incident with student.
• Hold a disciplinary meeting with parents/guardians, student, and staff members.
• Suspend student from school privileges.
• Suspend from school if above interventions are not effective.
Prohibition of Possession of a Weapon Students shall not possess any weapon as defined in this code's glossary. A student violates this rule even if he/she did not intend to use such thing as a weapon. • Students in possession of a weapon will go to an expulsion hearing.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

In an effort to meet the social-emotional needs of all of our students, our engagement coaches have implemented elements of the Why Try program.This program offers tools to increase self esteem and promote positive academic achievement. It has been known as a "no-nonsense" approach to education and an all inclusive approach for giving all students a boost in their academic confidence and achievement.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Florida Virtual Academies at Pasco has implemented an early warning system with the following indicators:
* Students that score a Level 1 on the statewide, standardized assessments in English Language Arts/Reading and/or Mathematics.
* Students that fail English and/or Mathematics.
* Students with below 90 percent attendance.

If a student falls into one or more of these categories, then they are referred to our Family Support team for additional support and tutoring to ensure that they are academically successful.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8	9	
Attendance below 90 percent	2	1	2	1	2	2	2	2	3	3	20
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	4	5	6	7	8	9	
Students exhibiting two or more indicators	2	2	4	2	5	3	18

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

For those students that exhibit two or more of the early warning indicators, we refer all of these students to our FAST Team and assign a tutor for the subject of interest. Teachers are also hosting smaller group and individual sessions with students to hone in on specific skills and standards. Data is collected weekly on these students and shared with the student and family during an academic data conference led by the content area teacher. Students will also participate in the "Walk to Class" initiative that is led by the engagement coaches. The "Walk to Class" initiative involves the engagement coach virtually walking the student to their Class Connect session and holding them accountable for attending the session. If a student does not attend, then the engagement coach will call the home immediately to speak with the learning coach.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The School will offer support through regular parent training, speakers, and modeling. Sessions may focus on: reading and helping children improve reading comprehension; essential skills for grammar

and writing; motivating struggling learners; and many more. We will maintain a balance between onsite training for parents who can come to the School and will ensure that all sessions have a corollary online webinar which can be accessed live or can be viewed as a recording.

Throughout their child's education and as part of the learning process. Parents will conference with teachers on a regular basis via phone, email, synchronous sessions using platforms such as Class Connect, or in person to discuss their child's progress. When scheduled, parents are expected to attend school outings, field trips, and other outside learning opportunities with their child, but other arrangements can be made to enable a student's attendance in the event that a parent is unable to bring them. Students will not be penalized if they are unable to make an outing because of a parent's inability to attend.

FLVA will provide an extensive support system to both parents and students. Parents serve a critical role in the Schools education process, and are partners to the teachers in promoting accountability for their students and the entire FLVA community. At the simplest level, students, teachers, and parents interact face-to-face at outings and other events such as back-to- school events, educational expos, science and art fairs, and school showcases. In addition to face-to-face interaction, the School allows access to a monitored, private, virtual social community which enables students, parents and teachers to communicate and connect online. Parents benefit from exchanging ideas and information with others using the K12 program and gain a sense of connectedness within the boundaries of a contained but global community. FLVA will begin to develop its own subcommunity within the larger virtual social community to generate school pride as well as provide its own content and clubs, a school calendar, announcements, and information on upcoming activities and outings.

Teachers will initiate regular conferences and conversations with parents about their child's progress and also about parent's needs and concerns about the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the School community. FLVA will survey parents online annually to determine their satisfaction with their overall experience. Elements of the survey will include the curriculum, instruction, Online School, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other NCVA students and parents.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

As needed, FLVA will reach out to local community organizations and business to build relationships for face to face opportunities for students, and social outings for both students and parents. Organizations that FLVA will look to establish partnership with will be, local libraries, boys and girls clubs, local museums, etc. These organizations will provide opportunities for extended learning options.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McCoy, Niyoka	Principal
Gregg, Neeti	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Major responsibilities include:
• Act as chief administrative officer and Head of School
• Act as chief liaison to the school governing body, the partner school district
• Ultimate responsibility for K12 school-based management team
• Responsible for developing and implementing school Mission, Vision, Strategic planning
• Oversee academic and operational aspects of the school
• Oversee staff orientations
• Implement the school's policies and oversee the writing of its handbooks
• Responsible for ensuring that school compliance and reporting requirements are met in an accurate and timely manner (including school report cards and all state and federal reports)
• Ensure that the school is complying with local, state, and federal laws regarding special education
• Prepare and oversee annual budget
• Understand the state Chart of Accounts
• Understand all K12 systems
• Promote the school and its interests with political, education, and civic leaders across the state
• Develop and maintain relationships with districts, education stakeholders, and the state
• Organize and lead student recruitment events across the state
The Principal/ Academic Administrator reports to the Head of School
• Coordinate all academic aspects of the school
• Ensure that the student academic performance, progress and attendance is compliant with school requirements
• Responsible for Educational Policy Development
• Manage teaching staff:
o recruitment/hiring
o new teacher orientation
o annual professional development calendar & sessions
o teacher evaluation
• Manage Master and Lead Teachers and programs
• Manager teacher training budget and Proposition 301 program
• Work with Sr. Manager of Special Education and Operations Administrator to ensure that the school is meeting the needs of students while complying with local, state, and federal laws regarding special education
• Manage teacher matching to students
• Research and implement non-K12 curriculum resources to meet state standards
• Develop and oversee implementation of the school's Student Achievement Improvement Plan
• Develop and maintain relationships with districts, educational stakeholders, and the state

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School leadership will be focused on a systemic data driven decision making throughout the school year. Through utilizing various resources and interventions for identifying student needs and the desired learning outcomes the administrative team as well as the instructional staff will develop student level action plans. During bi-weekly leadership meetings the data will be reviewed and the team will discuss what resources can and should be deploy to assist in meeting the needs of students.
Example: During bi-weekly meetings lead teachers will present to the leadership team the student level data that has been collected (weekly teacher created direct instruction assessments, study

island pathway data, attendance data, etc.). The team will discuss the data and develop and/or revision current intervention plans to address identified needs. Plans may include additional tutoring sessions, "walking" students to class intervention plans, redirection to math on demand sessions, intervention with the school counselor for student assistance, etc. The team will discuss the inventory of services and resources that they are available and ensure that any barriers are removed to ensure the student and the teacher have the access and the resources needed to be successful.

If FLVA @ Pasco receives any Title I funds those funds will be utilized to individualized tutoring sessions for students.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
ALL Board memebers comprise the SAC	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Florida Virtual Academy did not have a school improvement plan last year.

Development of this school improvement plan

The submitted a formal request to the FLVA staff and K12 to provide a comprehensive response to the 2013-14 FCAT results. In preparing the repose the Board request the team to evaluate the 2013-14 school year, resources that were utilized, and develop an outline to address the concerns. The team presented the outline addressing the concerns with a proposal to address these areas. The board worked through the plan with the team to finalize the plan.

Preparation of the school's annual budget and plan

The board is presented a draft budget and provides comments and feedback. The Board treasure then works with staff to make any needed changes and improvements to the budget. At the next board meeting the board reviews and approves a final budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Not applicable

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Not applicable.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Gregg, Neeti	Assistant Principal
McCoy, Niyoka	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team meets regularly to create an action plan for the year and monitor the implementation and progress throughout the school year. Strategies are designed and aligned to meet the common core state standards and common core ELA. The team meets weekly to analyze student data, discuss and identify patterns of student strengths and weaknesses. The team discusses ways to improve the action plan in place and make needed changes.

All FLVA teachers will utilize Study Island, Study Island Reading Eggs (a comprehensive, online supplemental literacy program), small group learning sessions, peer learning groups, one-on-one tutoring, and other research-based tools as needed to work with students reading at or below grade level. Each tool will be used with the appropriate grade levels as indicated in the student's Individualized Learning Plan to meet their learning needs.

Throughout the school year, teachers will administer benchmark assessments to determine and monitor progress. Information from the assessments will be shared with parents during the established and regular reviews of the student's ILP.

Middle and High School students who are performing below grade level in Reading and have intervention needs in the areas of decoding and/or text reading efficiency will have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12). In addition, these students will be served by teachers with evidence of success, as determined by the School. This intervention course will include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;
3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
4. Integration of the Florida Standards benchmarks specific to the subject area (biology, world history, etc.);
5. A focus on informational text at a ratio matching Florida Standards Assessments in English Language Arts; and
6. Opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaboration includes everyone and in doing that you begin to develop a trusting and positive environment for planning and instruction. The entire team has a vital role to play developing and maintaining not only a positive working environment but active members of the positive environment. Agendas will be developed with the input of all levels of the staff and each face to face meeting will be concluded with survey to gather feedback and topics for the next meetings.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Recruitment:

FLVA utilizes a strong recruitment tool to ensure teacher compatibility to the virtual learning environment. Instructional and other staff will be recruited with advertisements in well-known educational trade publications such as Education Week, via online job recruitment sites such as Monster.com, and in local media throughout Florida. School administrators will also attend job fairs and set up recruiting sites to inform teachers about the School and conduct interview. Another effective method of recruitment is by referral from current teachers. The number and types of teachers recruited will depend on student enrollment and needs from year to year.

Candidates applying for a teaching position must complete a teacher assessment/profile. Candidates that scores in the Green (highest) to yellow (middle level) on the assessment profile will be advance to complete a technology test and submit a recorded virtual teaching session evaluated by experienced virtual teachers. Successful candidates go through both a phone interview and a face to face interview with the FLVA leadership team.

Four weeks before the first day of school, all teachers complete both a Virtual National Teacher Training (VNTT) and a face to face school based training. Throughout the school year, teachers attend both monthly national teacher professional development and weekly school led professional development. Starting the 2014-2015 school year, all new teachers will be assigned an experienced virtual teacher as a mentor.

Teacher Retention:

• After one year of employment, all teachers receive up to $5,000 tuition reimbursement annually. Teachers may use this reimbursement to pursue advanced degrees and/or additional certification.
• Merit based supplements
• Teachers become a part of a national community within k12 with access to curriculum developers, researchers, and a full team of academic specialists.
• Many opportunities for advancement within the school.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The Lead Teachers are initially assigned to all first year teachers to assist them in readiness with curriculum, live teaching strategies, and any student related need. Lead Teachers and Mentors will be assigned to teachers by grade level and/or content. Weekly meetings are held with all staff and lead teachers and/or teacher mentors follow up regularly with new teachers to ensure they are supported during their first year teaching in the virtual environment. Mentors and/or Lead Teachers will be responsible for modeling lessons, conducting observations, and developing and individual professional development plan.

Additional resources available to teachers are:

• Live Teacher Help Desk (available M-F during working hours)
• K12 Training Website- teachers can access for training, updated documents, best practices
• Skillsoft- Microsoft Office training, leadership training, time management training, organization training, conflict resolution training
• Monthly Academic Services Newsletter- highlighting best practices

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

K12 has documented for the board how their courses are aligned to the recently adopted Florida Standards (including the Mathematics Florida Standards (MAFS) and Language Arts Florida

Standards (LAFS)), Florida Next Generation Sunshine State Standards (NGSSS); the Common Core State Standards (CCSS); and the Next Generation Science Standards (NGSS). The Board understands that there is a transition ongoing from the Florida Next Generation Sunshine State Standards (NGSSS) for Language Arts and Mathematics to the Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS). We also recognize that the NGSSS for science, social studies, physical education, world languages, fine arts, and health education are still in effect. Since FLDOE has adopted the title "Florida Standards" to collectively reference the MAFS, LAFS, and the NGSSS, for the purposes of this application, the Board will do the same.

The FLVA Board will also require the use of formative pre- and post-assessments in grades 3 and above. These formative assessments along with prior year Florida Standards Assessments and Florida Comprehensive Assessment Tests 2.0 (FCAT 2.0), will be utilized throughout the school year as the basis for targeted interventions that will meet each student's individualized needs. The Florida Kindergarten Readiness Screening (FLKRS) will be administered within the required timeframe each fall and Florida Assessments for Instruction in Reading (FAIR) will be administered to students in grades K-12.

As necessary to ensure all grade levels have a formative pre- and post- assessment, the formative tests will be based on the best assessments currently available for a specific grade level. Scantron or a comparable assessment system will be used in grades 3 – 12, while Study Island or a comparable assessment will be used in grades K – 12.

Information from all these assessments will provide the administration and teachers an understanding of strengths and weaknesses of the student population. To achieve high standards of learning, a culture of utilizing data will be cultivated to empower teachers to make data-informed decisions about their students' instructional needs.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Differentiated Instruction
Students possess a wide range of learning styles. For students who need additional support outside of traditional delivery, teachers must provide differentiated instruction based on assessments. Differentiation does not replace or supplant required components of effective instruction, but supports the learning style of a particular student when required components alone may not be sufficiently effective. Differentiation is at the core of a successful Individual Learning Plan. In order for these plans to be truly individualized, teachers must have strategies to differentiate instruction, and modify or make accommodations to the curriculum as warranted by student needs.
Examples of strategies FLVA teachers can utilize for differentiating instruction include:
Differentiating the content
• Requires pre-testing to identify need
• Students with skill mastery can assess out of a lesson ('compacting the curriculum')
• Students may accelerate their rate of progress
Differentiating the process
• Provide varying learning activities for students to explore content concepts (i.e., graphic organizers, maps, diagrams, or charts) to display their comprehension of concepts covered
Differentiating assignments
• Vary how students demonstrate mastery of concepts (i.e., students may be asked to produce work that involves projects, research reports, and different types of presentations)
Differentiating the learning styles
• Use Response to Intervention (RTI) strategies to address individual student learning styles by adjusting the learning modality (auditory, visual, or kinesthetic) and/or responding to ways that students are motivated to learn and their preferences.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

Mark 12 Reading is a three-stage course for students in the third to sixth grades who are reading below grade level. The course gives students the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptively and online assessments. This course is supplemental to the students ELA course and is an extra 60 minutes of instruction and practice daily.

Strategy Rationale

• Instruction in core academic subject- reading
• Identify students current reading level and gaps and deficiencies to be able to create individual plans to get students to grade level

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gregg, Neeti, ngregg@k12.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pretest and post-test are used to measure the level of placement and the mastery of the level content. Students placed in this program are monitored through course assessments and teacher observation.

Strategy: Extended School Day

Minutes added to school year: 2,400

Students in grades 4-9 who have demonstrated low proficiency in math will be assigned to FLVA Math Lab. FLVA Math Lab is a program designed to address students' math needs while working with small groups based on grade level and ability. FLVA ML runs in 9 week blocks, an hour a day, Monday-Friday. FLVA ML addresses necessary math concepts such as number sense and operations, fractions and decimals, measurement, algebra, and geometry. There are four levels of FLVA ML, developed by curriculum and math instructional specialists and taught by FL certified and highly qualified math teachers.

Strategy Rationale

• Address students' weaknesses in math
• Provides a double dose of math to students who are identified as "at risk" in math by teacher observation, FCAT scores, and Study Island data

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Gregg, Neeti, ngregg@k12.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed weekly to determine student progress and gaps in math skills. The data is used to inform live instructional sessions.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Parents are given readiness checklists and informed of ways to work with their child(ren) prior to school opening to enhance readiness. Prior to school opening, parent are invited to attend the Orientation session where they begin to learn the school polices, schedule routines and familiarize themselves with online platform. Teachers work with Administration to review current NGSSS and grade level expectations prior to opening of school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

College and career readiness is a focus of FLVA. Secondary students at FLVA will have opportunities to participate in Advanced Placement (AP) courses and exams, as well as have their readiness for college assessed on the College Board's PSAT or ACT's PLAN and on the Postsecondary Education Readiness Test (PERT). Prepared with data from these assessments, students will be knowledgeable about their preparedness to meet the educational demands of postsecondary education and have the opportunity to work with teachers, advisors, and part-time or contracted certified school counselors to adjust their secondary education to ensure they are prepared.

Students will engage in an academic program that they find relevant to their future. As a result, FLVA offers a Career Pathways program that allows students to pursue a distinct academic pathway based on the national Career Cluster model designed by the National Association of State Directors of Career Technical Education Consortium. Each pathway is designed to accommodate a student's specific career interests and capabilities.

The basic framework of this program includes the following components:

Individualized Learning Plan

The ILP discussed above in the Education Plan is the starting point for identifying and selecting a career pathway. This is where students are introduced to the Career Pathways Program and enrolled in the applicable exploratory course depending on their grade level. This process is usually led by a Guidance Counselor or Advisor.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Exploratory Courses

The exploratory course provides students with a broad overview of careers, addresses the concept of employability, includes career interest surveys, and offers weekly seminars and assemblies with guest speakers focusing on specific clusters and pathways. The Career Exploration course is for Middle School students (Grade 8) and the Finding Your Path is the course for High School students (upon enrollment in school).

General Education Courses

These are the basic core and elective courses required for graduation.

Pathway Courses

Each pathway has one or more foundation course as well as various pathway electives. Generally, students must generally earn 3 units within a specific pathway to earn an endorsement.

Concurrent Enrollment Courses (college credit)

In some cases, students can take concurrent enrollment courses through a post-secondary institution to fulfill a pathway course requirement. These are generally courses not available in our suite of curriculum. An example might be Medical Terminology for a Health Science cluster pathway.

Internships

Some students will be able to pursue internships in their selected pathway. This is usually completed in their senior year through two separate courses. Internship I: Preparation is semester course in which individuals identify, secure and prepare for their specific internship. Internship II: Practicum is a semester course consisting of the student's internship experience. In some cases it may be possible for a student to partake in a virtual internship program.

Pathway Portfolio

Upon completion of a pathway, students will have a unique portfolio of course work and projects to demonstrate their achievements to future employers or as part of college applications.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

FLVA is currently working on integrating career and technical education into the academic courses however it is still a work in progress, below is information on our initial plans and we will continue to develop this plan as we add high school grades to the overall offering.

• One course in career and education planning to be completed in 7th or 8th grade. The course must include career exploration using CHOICES for the 21st century or a comparable cost-effective program; must include educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan (ePEP).

Each student's personalized academic and career plan must be signed by the student, the student's guidance counselor or academic advisor, and the student's parent. [Florida Statute §1003.4156 (1)(a)(5)] Students entering the 9th grade shall have developed during the middle grades a 4-5 year

plan based on post-secondary and career goals. [Florida Statute §1007.21] Students meet the career and education planning course requirement through successful completion of the Civics and Career Planning course in grade 7.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

1. Ensuring all students who scored Level 3 or Higher on in area of Math for FCAT are enrolled in Algebra I course during their 8th Grade school year.
1. Providing intervention/remediation and Math lab time built into the Schedule for students who are struggling with Algebra I standards.
2. Provide Summer School for Students who do not pass Algebra I EOC in the Spring.
3. Expose students to State of Florida Post-secondary Institutions via field trips, Career Day, or guest speakers

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Improve the performance of students on the writing sections of the Florida state assessment.

G2. Improve the percentage of students performing at or above satisfactory level in Mathematics from 28% to 35%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Improve the performance of students on the writing sections of the Florida state assessment. `1a`

G047750

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- FLVA Literacy team, Writing Wednesday, Direct Instruction Class Connection sessions, Live Writing Sessions, Parent training on grading writing prompts, Study Island

Targeted Barriers to Achieving the Goal `3`

- Parents lack of knowledge/training on how to grade a student's writing. Parent engagement in the learning process.

- Students writing skills are below grade level.

Plan to Monitor Progress Toward G1. `8`

Conduct regular meetings to review attendance to parent trainings and usage of writing rubric.

Person Responsible
Neeti Gregg

Schedule
Biweekly, from 10/6/2014 to 5/8/2015

Evidence of Completion
Meeting notes and submission of parent scored student writing assignments.

G2. Improve the percentage of students performing at or above satisfactory level in Mathematics from 28% to 35%. 1a

G047751

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal 2

- Math Lab, Math On Demand, Direct Instruction Class Connection sessions, Study Island, Math focused tutoring sessions

Targeted Barriers to Achieving the Goal 3

- Parent engagement in the learning process. Student attendance to tutoring sessions, math lab, and use of Math On Demand.

Plan to Monitor Progress Toward G2. 8

Training for parents and teachers on using a rubric for scoring writing prompts.
Utilization of the rubric tool with writing prompts.

Person Responsible

Neeti Gregg

Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Teachers will monitor attendance and participation in Writing Wednesday sessions. Teachers will monitor the use the writing rubric and the progress students make on writing prompts as assessed by the rubric.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Improve the performance of students on the writing sections of the Florida state assessment. 1

🔑 G047750

G1.B1 Parents lack of knowledge/training on how to grade a student's writing. Parent engagement in the learning process. 2

🔑 B118962

G1.B1.S1 Parent trainings for utilizing writing rubric. 4

🔑 S130761

Strategy Rationale

Conduct parent training sessions around how to utilize writing rubric when working with students on writing prompts.

Action Step 1 5

Conduct parent training sessions around how to utilize writing rubric when working with students on writing prompts.

Person Responsible

Neeti Gregg

Schedule

Biweekly, from 10/6/2014 to 5/8/2015

Evidence of Completion

Attendance logs to parent trainings and approved student writing prompts due to parent engagement in the learning process.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Training for parents and teachers on using a rubric for scoring writing prompts.
Utilization of the rubric tool with writing prompts.

Person Responsible

Neeti Gregg

Schedule

Biweekly, from 10/6/2014 to 5/8/2015

Evidence of Completion

Teachers will monitor attendance and participation in Writing Wednesday sessions.
Teachers will monitor the use the writing rubric and the progress students make on writing
prompts as assessed by the rubric.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Research items needed for the rubric to meet the Florida State standards.

Person Responsible

Niyoka McCoy

Schedule

Quarterly, from 9/15/2014 to 5/8/2015

Evidence of Completion

Completed writing rubric for use by teachers and parents (this will be ongoing through out
the year to ensure that we are meeting the new objectives for the 2014-15 assessment and
increase of content or scoring).

G1.B2 Students writing skills are below grade level. 2

🔍 B118963

G1.B2.S1 establish Writing Wednesdays and hire Writing coach (live direct instruction writing sessions). 4

🔍 S130762

Strategy Rationale

Extended time on writing and addressing writing skills will increase students writing level and performance on the Florida state assessment.

Action Step 1 5

Conduct weekly live direct instruction writing sessions for students every Wednesday.

Person Responsible

Neeti Gregg

Schedule

Weekly, from 10/6/2014 to 5/8/2015

Evidence of Completion

Attendance records and improved student writing assignments.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Hire Writing Coach early and conduct weekly meetings and b-weekly teacher observations by administration.

Person Responsible

Neeti Gregg

Schedule

Weekly, from 10/6/2014 to 5/8/2015

Evidence of Completion

Meeting notes and completed observation forms.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Attendance taken at every writing Wednesday session and follow up with students that did not attend. Observations of sessions by administration to ensure quality.

Person Responsible

Neeti Gregg

Schedule

Weekly, from 10/6/2014 to 5/8/2015

Evidence of Completion

Attendance log and remediation plan for non-attenders. Observation documents.

G2. Improve the percentage of students performing at or above satisfactory level in Mathematics from 28% to 35%. `1`

🔑 G047751

G2.B1 Parent engagement in the learning process. Student attendance to tutoring sessions, math lab, and use of Math On Demand. `2`

🔑 B118964

G2.B1.S1 Hire two Math Coaches who are focused on providing additional math sessions to engage students in the area of math. `4`

🔑 S130763

Strategy Rationale

More time with individual students on areas of difficulty should provide the needed assistance to raise the percentage of students out of the bottom 25% and improve the percentage of students at or above satisfactory.

Action Step 1 `5`

Hire Math coaches and create additional focused learning and tutoring opportunities through Math on Demand and math labs.

Person Responsible

Neeti Gregg

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Hired math coaches and attendance logs.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Weekly meetings and teacher observations

Person Responsible

Niyoka McCoy

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Meeting notes and completed observation forms.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Attendance taken at Math Lab sessions and usage of Math on Demand. Observations of sessions by administrations to ensure quality.

Person Responsible

Neeti Gregg

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Attendance log and remediation plan for non-attenders. Observation documents.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Conduct parent training sessions around how to utilize writing rubric when working with students on writing prompts.	Gregg, Neeti	10/6/2014	Attendance logs to parent trainings and approved student writing prompts due to parent engagement in the learning process.	5/8/2015 biweekly
G1.B2.S1.A1	Conduct weekly live direct instruction writing sessions for students every Wednesday.	Gregg, Neeti	10/6/2014	Attendance records and improved student writing assignments.	5/8/2015 weekly
G2.B1.S1.A1	Hire Math coaches and create additional focused learning and tutoring opportunities through Math on Demand and math labs.	Gregg, Neeti	9/29/2014	Hired math coaches and attendance logs.	5/29/2015 weekly
G1.MA1	Conduct regular meetings to review attendance to parent trainings and usage of writing rubric.	Gregg, Neeti	10/6/2014	Meeting notes and submission of parent scored student writing assignments.	5/8/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Research items needed for the rubric to meet the Florida State standards.	McCoy, Niyoka	9/15/2014	Completed writing rubric for use by teachers and parents (this will be ongoing through out the year to ensure that we are meeting the new objectives for the 2014-15 assessment and increase of content or scoring).	5/8/2015 quarterly
G1.B1.S1.MA1	Training for parents and teachers on using a rubric for scoring writing prompts. Utilization of the rubric tool with writing prompts.	Gregg, Neeti	10/6/2014	Teachers will monitor attendance and participation in Writing Wednesday sessions. Teachers will monitor the use the writing rubric and the progress students make on writing prompts as assessed by the rubric.	5/8/2015 biweekly
G1.B2.S1.MA1	Attendance taken at every writing Wednesday session and follow up with students that did not attend. Observations of sessions by administration to ensure quality.	Gregg, Neeti	10/6/2014	Attendance log and remediation plan for non-attenders. Observation documents.	5/8/2015 weekly
G1.B2.S1.MA1	Hire Writing Coach early and conduct weekly meetings and b-weekly teacher observations by administration.	Gregg, Neeti	10/6/2014	Meeting notes and completed observation forms.	5/8/2015 weekly
G2.MA1	Training for parents and teachers on using a rubric for scoring writing prompts. Utilization of the rubric tool with writing prompts.	Gregg, Neeti	9/29/2014	Teachers will monitor attendance and participation in Writing Wednesday sessions. Teachers will monitor the use the writing rubric and the progress students make on writing prompts as assessed by the rubric.	5/29/2015 biweekly
G2.B1.S1.MA1	Attendance taken at Math Lab sessions and usage of Math on Demand. Observations of sessions by administrations to ensure quality.	Gregg, Neeti	9/29/2014	Attendance log and remediation plan for non-attenders. Observation documents.	5/29/2015 weekly
G2.B1.S1.MA1	Weekly meetings and teacher observations	McCoy, Niyoka	9/8/2014	Meeting notes and completed observation forms.	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Improve the performance of students on the writing sections of the Florida state assessment.

G1.B1 Parents lack of knowledge/training on how to grade a student's writing. Parent engagement in the learning process.

G1.B1.S1 Parent trainings for utilizing writing rubric.

PD Opportunity 1

Conduct parent training sessions around how to utilize writing rubric when working with students on writing prompts.

Facilitator

Administration / Teachers

Participants

Parents

Schedule

Biweekly, from 10/6/2014 to 5/8/2015

G1.B2 Students writing skills are below grade level.

G1.B2.S1 establish Writing Wednesdays and hire Writing coach (live direct instruction writing sessions).

PD Opportunity 1

Conduct weekly live direct instruction writing sessions for students every Wednesday.

Facilitator

Teachers

Participants

Students

Schedule

Weekly, from 10/6/2014 to 5/8/2015

G2. Improve the percentage of students performing at or above satisfactory level in Mathematics from 28% to 35%.

G2.B1 Parent engagement in the learning process. Student attendance to tutoring sessions, math lab, and use of Math On Demand.

G2.B1.S1 Hire two Math Coaches who are focused on providing additional math sessions to engage students in the area of math.

PD Opportunity 1

Hire Math coaches and create additional focused learning and tutoring opportunities through Math on Demand and math labs.

Facilitator

Math Coach

Participants

Students

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: Improve the performance of students on the writing sections of the Florida state assessment.	40,000
Goal 2: Improve the percentage of students performing at or above satisfactory level in Mathematics from 28% to 35%.	40,000
Grand Total	**80,000**

Goal 1: Improve the performance of students on the writing sections of the Florida state assessment.		
Description	**Source**	**Total**
B2.S1.A1	General Fund	40,000
Total Goal 1		**40,000**
Goal 2: Improve the percentage of students performing at or above satisfactory level in Mathematics from 28% to 35%.		
Description	**Source**	**Total**
B1.S1.A1	General Fund	40,000
Total Goal 2		**40,000**